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ABSTRACT

Designed for use by upper elementary, middle school, and junior high school students, this collection of career education units contains learning activities to help students (1) see the tie between careers and such factors as skills, abilities, and school subjects and (2) begin a sequential curriculum that will allow them to have a better understanding of themselves, their future, and their career options. The twelve units of materials provided for use at the upper elementary level contain interest inventories, exercises on the relevance of academic subjects to careers, and self-assessment exercises that require students to evaluate their feelings about personal security, avoiding risks, physical surroundings, leadership, interpersonal relationships, and physical demands. The thirteen units provided for use by middle school students contain material for class discussions on such aspects of work as economic rewards, individual responsibility, status, achievement, honesty, and independence. What businesses do and adapting to work situations are also covered. The third level of activities, for the junior high school level, consists of fourteen units of discussion materials on such aspects of careers as emotional climate, recognition, variety, creativity, and economic security. Finding a job, training and education, work benefits, and labor unions are also covered. (MN)

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CLASSROOM SUPPLEMENTARY CAREER EDUCATION MATERIALS

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CE 027 676

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LEVEL 1: UPPER ELEMENTARY

LEVEL 2: MIDDLE SCHOOL

LEVEL 3: JUNIOR HIGH

LEVEL 1

SUGGESTED TEACHER ACTIVITIES

LEVEL 1 SUGGESTED TEACHER ACTIVITIES

Purpose

There are basically two purposes for these Level 1 career education infusion units: (1) to allow students to see the tie between careers and such factors as skills, abilities, and school subjects they have done well in or have liked; and (2) in the long run, to begin a sequential curriculum that will allow them to have a better understanding of themselves, their future, and the options open to them as human beings and as workers in the economic marketplace.

Process

There are four units making up this Level of the career education infusion program. The first deals with careers and school subjects, the next two with careers and likes/dislikes, and the last is a scorecard that allows them to come to some understanding about careers vis-a-vis their own likes and their reaction to the subjects they take each day in school.

Materials

The materials you will need to use in these career education infusion units with your class are the following:

- One set of units for each student in your class.
- One set of 5 X 8 cards

On each card write one of the careers from Unit 1 as large and as dark as possible. On the back of the card place some tape so that it will stick to the chalkboard. You should use masking tape or scotch tape. We have found, however, that a tape with sticky material on one side and a magnetic base on the other gives the benefit of sticking to the chalkboard but not sticking to each other.

Procedures - Unit 1

Unit 1: (Suggested time: approximately 1 hour)

First, pass out copies of Unit 1 to each member of your class. If you believe that most of the students understand the majority of careers in the unit, you may proceed with the lesson. If not, take some time to go through the list and discuss each of the careers so that they have a good idea of what each career means in terms of the work that is done by a person working in that career.

Pass out the 5 X 8 cards with the careers written on them to members of the class. Do this randomly. Some students will complain they don't like the career they got. ASSURE THEM THAT THIS IS JUST FOR THE EXERCISE AND THAT THEY WILL SEE MORE ABOUT ALL THE CAREERS IN THIS WAY.

You may find that you have more cards than students. Give some two cards. It is important that all cards get handed out.

On the chalkboard write down each of the subject areas across the board leaving lots of room underneath. Put the headings as far to the top of the board as possible. We suggest you follow this outline:

ENGLISH MATH SCIENCE SOCIAL STUDIES PHYS. ED. ART/MUSIC

Have the students come to the board one by one. When they come to the front of the class, have them face the class and tell what career they have and what that person does. Some discussion might ensue. Let it.

Then have the student tell the class under which subject area he or she is going to place that career and why. Ask the class if they agree or disagree and why. Allow for discussion on some, none on others.

For some careers, such as chemist, both math and science may be strongly favored. Place such a career in the middle of the two subjects--that is why they are next to each other. For other careers, allow the class to vote to see under which the career goes if there is a dispute that cannot be resolved any other way. Use your own judgment.

In this way each career should be placed under one or more of the subjects.

Then, have the students copy down the entire list placing each career next to the subject on Unit 1 that it was placed under on the board. For example, chemist would be placed on the line next to math and the line next to science.

When the students have completed that, have them circle the two subjects that they like the best or do the best in on Unit 1. Then, in the spaces at the bottom of the page, have them write in all the careers under those two subjects. If they need some more room, have them use the margin or the back of the page.

Help them to see that they have just decided that certain careers need certain academic skills, and that certain courses must be mastered in school to get those skills.

Remind them, too, that there is no career on this Unit that cannot be done by either a man or a woman. Sometimes it's necessary to reinforce that concept as time goes by.

Procedures - Unit 2

Unit 2: (Suggested time: approximately 1 hour)

Begin Unit 2 as you did Unit 1, by handing out a copy of the Unit to each student. You will note that the list of careers in this Unit is identical to the list in Unit 1 so that your students should now be familiar with them.

Write the numbers of the five questions or statements on Unit 2 on the chalkboard, running across the top of the board as you did with the school subjects. You might choose to write the titles instead of the numbers depending on your personal preference. It would then look like this:

SAME THING OVER AND OVER	CHANGE VERY OFTEN	PLAN WHAT WILL BE DONE	WORK ALONE	OTHER PEOPLE

Again, hand out the cards randomly to your students, insuring that each card is handed out. Explain that this is a little harder than the last unit because they are dealing with feelings rather than subjects. Their task will be to come to the board and place the card under the statement they think describes what is done in that career. For example, under "JOBS THAT MAKE YOU DO THE SAME THING OVER AND OVER," they might put photography, accountant, bookeeping, etc.

When you have completed that successfully, have the students place a checkmark in the space provided on the Unit (next to the number) next to those that they would like to do, and only those they would like to do.

Then have them fill out the Unit with those careers that fit into the statements that they have checked.

What they have then is a list of two or three situations they would like to work under and the careers that fit into those situations.

Procedures - Unit 3

Unit 3: (Suggested time: approximately 1/2 hour)

Unit 3 is started like the other two. Hand out a copy of the Unit to each student. You will not have to use the cards for this unit as each student should have an idea of what each career means and what they have to do with the Unit.

Have students check off on the left of the Unit all those activities they like to do. They may check one or all. Explain that it is to their best interests to check off as many as they really like and not cut down for the sake of less work.

After they have completed checking those they like, have them consult the list from Unit 1 and place those careers they think use the activities they have checked. They are to place the careers only next to those items that they have checked. Tell them to write down all the careers they can think of that will use the activity they have checked. For example, if they check "WORKING WITH COLOR AND DESIGN," they might have such careers as photographer, carpenter, interior decorator, hair dresser, tailor, signmaker, draftsmen, and antique dealer, etc.

When they have completed this activity, they will have a list of activities they like to do and the careers that use such activities in their everyday work.

Procedures - Unit 4

Unit 4: (Suggested time: 1/2 hour; may be longer as student interest and available time dictate)

This Unit is a "scoreboard" for your students on which they will record their findings on the first three units. In this way they will see some of the careers and career areas their personal choices on the first three units point to. Remind them that these are personal documents, that no two are the same because no two people in the class are the same.

The careers they have mentioned the most are the ones that might fit their interests in terms of subjects, work situations, and work activities.

Use those careers in working with the enrichment activities that follow.

The directions on the Unit itself are self-explanatory. The students are to go back and count up how many times they mentioned a particular career in each of the three units and place the total number in the line next to that career on Unit 4.

Now look at Unit 4. Your students may have mentioned one career two times, another five, another only once. Or, they might have mentioned six or seven careers three or four times.

LEVEL 1

STUDENT MATERIALS

UNIT 1

What Subjects Do You Like?

The purpose of the following exercise is to show you how school subjects are needed in various jobs.

At the end of the lines opposite each subject, write in those jobs for which the school subjects are needed. Choose only from those listed on the right side of the page.

Subjects		Occupations
	_____	poet
	_____	pharmacist
English	_____	mayor
	_____	sporting goods salesman
	_____	photographer
	_____	chemist
	_____	social worker
	_____	accountant
Science	_____	acrobat
	_____	lawyer
	_____	nurse
	_____	carpenter
	_____	recreation leader
	_____	interior decorator
Social	_____	cashier
Studies	_____	surveyor
	_____	secretary
	_____	hair dresser
	_____	composer
	_____	coach
Math	_____	radio announcer
	_____	tailor
	_____	salesman
	_____	counselor
	_____	real estate agent
	_____	signmaker
Physical	_____	dancer
Education	_____	draftsman
	_____	reporter
	_____	antique dealer
	_____	electrician
	_____	actor
Art/	_____	farmer
Music	_____	police officer
	_____	

In the spaces below, write in those occupations which use the school subjects that are your favorite.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

UNIT 2 (PART A)

What Kind Of Job Would You Like?

Below you will find some things about jobs that people do. Read them carefully. If you think you would like to do a job that includes the kind of work described, put a checkmark on the line at the left.

_____ 1. Jobs that make you do the same thing over and over. Workers who do this kind of job usually use tools and follow directions in doing their jobs. They usually repeat one act many times during the work day.

_____ 2. Jobs in which the duties change very often. Workers who do this kind of job change what they are doing very often. They usually have to think about what they are doing or what they will be doing next.

_____ 3. Jobs in which you plan what will be done and tell other people what to do. Workers who do this kind of job plan work for others as well as themselves and direct other people in doing their jobs.

_____ 4. Jobs in which you have to work alone. Workers who do this kind of work are responsible for doing their job with no help. They often have to make their own decisions and decide in what way they will do their jobs.

_____ 5. Jobs in which you have to work closely with other people. Workers who do this kind of work must work closely with other people. Often their work depends on the work of others.

UNIT 2 (PART B)

Directions: Look at those interests which you have checked on the previous page. Now look at the list of careers on this page. On the lines to the right of each interest, list those careers in which the checked interests might be important.

Careers

1. poet ____
2. pharmacist ____
3. mayor ____
4. sporting goods salesman ____
5. photographer ____
6. chemist ____
7. social worker ____
8. accountant ____
9. acrobat ____
10. lawyer ____
11. nurse ____
12. carpenter ____
13. recreation leader ____
14. interior decorator ____
15. cashier ____
16. surveyor ____
17. teacher ____
18. secretary ____
19. hair dresser ____
20. composer ____
21. coach ____
22. radio announcer ____
23. tailor ____
24. salesman ____
25. counselor ____
26. real estate agent ____
27. signmaker ____
28. dancer ____
29. draftsman ____
30. reporter ____
31. antique dealer ____
32. electrician ____
33. actor ____
34. farmer ____
35. police officer ____

UNIT 2 (PART C)

Directions: Add up how many times you wrote down each career in Unit 2 (Part B). Place the total at the right of each career. For example, if you wrote the career "lawyer" next to four checked interests in Unit 2 (Part A), you would write the number "4" next to lawyer in Part B.

UNIT 3 (PART A)

What Do You Like To Do?

Directions: Listed below are interests which people have. Please mark, with a checkmark, those interests which are important to you. Mark those things that you do well and/or enjoy doing.

____Working with numbers.

____Working with machines and tools.

____Working with your hands and body.

____Planning things.

____Organizing things.

____Working with color, design.

____Working in detail with words & numbers.

____Singing, playing an instrument.

____Studying and solving problems.

____Creating a great work of art (painting or music).

____Having lots of power to tell people what to do.

____Working in a risky job where the demands are great but so are the rewards.

____Being an expert in some career.

____Being a leader in charge of others.

____Work where I can always create new things.

____Work by myself on a machine.

____Work where I can help make a better world.

____Be famous and known by many.

____Work where I can teach or train people.

____Make an important contribution to the world.

____Work closely with other people.

____Work where I can help other people.

UNIT 3 (PART B)

Directions: Look at those interests which you have checked above. Now look at the list of careers on this page. On the lines to the right of each interest, list those careers in which the checked interests might be important.

Careers

1. poet ____
2. pharmacist ____
3. mayor ____
4. sporting goods salesman ____
5. photographer ____
6. chemist ____
7. social worker ____
8. accountant ____
9. acrobat ____
10. lawyer ____
11. nurse ____
12. carpenter ____
13. recreation leader ____
14. interior decorator ____
15. cashier ____
16. surveyor ____
17. teacher ____
18. secretary ____
19. hair dresser ____
20. composer ____
21. coach ____
22. radio announcer ____
23. tailor ____
24. salesman ____
25. counselor ____
26. real estate agent ____
27. signmaker ____
28. dancer ____
29. draftsman ____
30. reporter ____
31. antique dealer ____
32. electrician ____
33. actor ____
34. farmer ____
35. police officer ____

UNIT 3 (PART C)

Directions: Add up how many times you wrote down each career in Unit 3 (Part B). Place the total at the right of each career. For example, if you wrote the career "lawyer" next to four checked interests in Part A, you would write the number "4" next to lawyer in Part B.

UNIT 4

Directions: Now look back at Unit 2 (Part B) and Unit 3 (Part B)--the pages which have the lists of careers, just as this page does. Add up the number of times you mentioned each of the careers, from the numbers next to each. Write the total down below next to each career, beginning with "poet." When you have finished this, go back and compare your highest numbers with the careers you wrote down at the bottom of the page on Unit 1. See how many of them match. You will use this information in some activities which your teacher will explain next.

Careers

1. poet ____
2. pharmacist ____
3. mayor ____
4. sporting goods salesman ____
5. photographer ____
6. chemist ____
7. social worker ____
8. accountant ____
9. acrobat ____
10. lawyer ____
11. nurse ____
12. carpenter ____
13. recreation leader ____
14. interior decorator ____
15. cashier ____
16. surveyor ____
17. teacher ____
18. secretary ____
19. hair dresser ____
20. composer ____
21. coach ____
22. radio announcer ____
23. tailor ____
24. salesman ____
25. counselor ____
26. real estate agent ____
27. signmaker ____
28. dancer ____
29. draftsman ____
30. reporter ____
31. antique dealer ____
32. electrician ____
33. actor ____
34. farmer ____
35. police officer ____

UNIT 5

The Value of Personal Security in a Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Personal Security

How important to you are the following job characteristics? A work situation which . . . . .

A. promises you fair treatment and planned promotions. _____

B. has few physical dangers connected with it. _____

C. allows you to become a part of a community. _____

D. is relatively free of emotional stress and worry. _____

E. protects you from exposure to public criticism. _____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Security _____

Fair Treatment _____

Promotion _____

Physical Danger _____

Community _____

Emotional Stress _____

Exposure _____

Criticism _____

UNIT 6

The Value of Avoiding Risk in Choosing A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Avoiding Risk

How important to you are the following job characteristics? A work situation which . . . . .

A. involves little competition from other employees for salary raises and job advancement. _____

_____

_____

B. does not involve doing dangerous tasks. _____

_____

_____

C. would rarely require you to move. _____

_____

_____

D. offers good job security. _____

_____

_____

E. does not involve working in dangerous situations. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words:

Competition_____

_____

Employee_____

_____

Job Advancement_____

_____

Job Security_____

_____

UNIT 7

The Value of Physical Surroundings In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Physical Surroundings

How important to you are the following job characteristics? A work situation which . . . . .

A. is located in very clean surroundings. _____

_____

_____

B. is located in very quiet surroundings. _____

_____

_____

C. is mostly located outdoors. _____

_____

_____

D. is mostly located indoors. _____

_____

_____

E. is located in luxurious surroundings (carpeted floors & paneled walls).

_____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Clean Surroundings_____

_____

Quiet Surroundings_____

_____

Luxurious Surroundings_____

_____

UNIT 8

The Value of Physical Facilities In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Physical Facilities

How important to you are the following job characteristics? A work situation which . . . . .

A. is performed in air-conditioned and/or heated surroundings. _____

B. has adequate toilets and other such facilities. _____

C. is performed in well-lighted surroundings. _____

D. is performed both inside and outside. _____

E. has an adequate place for lunch/snack/food storage. _____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Air-Conditioned Surroundings_____

Heated Surroundings_____

Well-Lighted Surroundings_____

Personal Facilities_____

UNIT 9

The Value of Leadership

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Leadership

How important to you are the following job characteristics? A work situation which . . . . .

A. requires you to supervise the activities of others. _____

_____

_____

B. requires you to be responsible for hiring and firing others. _____

_____

_____

C. requires you to direct activities that are very important to the overall success of the business. _____

_____

_____

D. requires you to make decisions that influence many people. _____

_____

_____

E. requires you to be well known in your professional field or community.

_____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Supervise_____

Hiring_____

Firing_____

Business Activities_____

Influence_____

Professional Reputation_____

UNIT 10

The Value of Interpersonal Relations In A Job

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Interpersonal Relations

Topic A: How important to you is a work situation which:

(1) requires you to mingle socially with co-workers (sometimes after working hours)?

(2) makes it necessary for you to meet with clients?

In order to discuss this topic, you may need to consider the following questions:

(1) What is a client? How is this person different from a co-worker?

(2) What kinds of careers might require you to see co-workers after working hours?

(3) What kinds of careers might require you to meet customers, buyers, sales people or other clients regularly?

(4) What kind of person would you think would select these types of careers? (Consider personality, attitude toward people, verbal skills, etc.)

GROUP ACTIVITY WORK SHEET

Interpersonal Relations

Topic B: How important to you is a work situation which:

(1) requires you to work as a member of a team?

(2) does not require you to work alone much of the time?

In order to discuss this topic, you may need to consider the following questions:

(1) What kind of person prefers to work alone? (Consider personality, attitude towards people, etc.)

(2) What characteristics could make a person like to work as a member of a team?

(3) What careers require working alone (other than sports)?

(4) What careers require working as a member of a team (again, other than sports)?

(5) How do people decide whether they want to work alone or in teams? How important is it to know one's own attitude toward this? How important is it to be able to work either way?

GROUP ACTIVITY WORK SHEET

Interpersonal Relations

Topic C: How important to you is a work situation which has many co-workers of the opposite sex?

In order to discuss this topic, you may need to consider the following questions:

(1) How do you think most people feel about working with members of the opposite sex?

(2) Are there jobs which only women can do? Which only men can do? (If you think so, give some examples.)

(3) Can you list some careers which mostly women are in; some which mostly men are in? For each of these, is custom the main reason, or is there some specific requirement which limits the career?

(4) Can you name some careers in which men and women participate about equally?

(5) Do you think that customs and attitudes are changing on this subject?

Interpersonal Relations

How important to you are the following job characteristics? A work situation which . . . . .

A. requires you to mingle socially with co-workers sometimes (after working hours). _____

_____

_____

B. requires you to work as a member of a team. _____

_____

_____

C. makes it necessary for you to meet with clients (or customers, buyers, sales people, etc.) regularly. _____

_____

_____

D. does not require you to work alone much of the time. _____

_____

_____

E. has many co-workers of the opposite sex. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Client_____

Co-Worker_____

Customer_____

Buyer_____

Teamwork_____

Personality_____

Customs_____

Attitudes_____

UNIT 11

Physical Demands Of A Job

Physical demands are those physical activities required of a worker to perform his/her job successfully. To some degree, all jobs have them. To be a successful worker, your physical abilities must at least be equal to the physical demands of the job you want. Therefore, you must know not only your own physical abilities and limitations, but also what the physical requirements are at the various work places involved in your search for a career.

Exercise 1: There are different types of physical demands. Physical characteristics of jobs can be grouped into these four broad categories:

- strength
- agility and coordination
- manipulation and dexterity
- physical communication

The charts on the following pages display the physical characteristics for each major category. The charts will help you determine whether or not specific characteristics are required for a certain job, and if so, to what degree.

For each category, your teacher will write five jobs on the board. Copy the titles of the five jobs in the boxes on your chart before you try to fill in the boxes.

Category A: Strength

On Figure 1 below, write in the letter from the following code which best describes how much movement of weight is involved in each of the factors for the jobs at which you are looking:

S — Sedentary work: occasionally handling 10 lbs. of weight or less

L — Light work: often handling up to 20 lbs. of weight

M — Medium work: often handling up to 50 lbs. of weight

H — Heavy work: often handling up to 100 lbs. of weight

V — Very heavy work: often handling over 100 lbs. of weight

Remember to copy the titles of the five jobs from the board in the boxes numbered 1-5 before you try to fill in the boxes below.

FIGURE 1

Factors	Job 1	2	3	4	5
Lifting					
Carrying					
Pushing					
Pulling					

Category B: Agility and Coordination

For this category, write in the letter from the following code which best describes how frequently you have to perform each physical activity.

M	Most of the time
O	Often
S	Sometimes
N	Never

FIGURE 2

Factors	Job 1	2	3	4	5
Climbing					
Balancing					
Stooping					
Kneeling					
Crouching					
Crawling					

Category C: Manipulation and Dexterity

While all jobs require some touching and handling of objects, there are certain types of jobs (such as brain surgeon) that require delicate manipulation of objects or instruments. On Figure 3 below, use the following code to indicate how important each physical activity is for the jobs listed in the boxes (taken from the board).

H — Highly important

I — Important

U — Unimportant

FIGURE 3

Factors	Site/Job Title 1	2	3	4	5
Reaching					
Handling					
Fingering					
Feeling					

Category D: Physical Communication

Since all work activities involve physical communication of some kind, it may at first seem a little ridiculous to check to see if a job involves hearing, seeing, etc. However, some jobs require you to use one or more of your senses to a high degree. For example, a wine taster needs a highly refined sense of smell and taste; an airline pilot must have excellent vision. Also, some jobs cannot be filled by people who are color blind. Use the following code to indicate the importance of the senses in the five jobs on the board.

A — Always important

I — Important

S — Sometimes important

FIGURE 4

Factors	Site/Job Title 1	2	3	4	5
Talking					
Hearing					
Seeing					
Smelling					
Tasting					
Feeling					

Exercise 2: You have now spent some time looking at the physical requirements of various work situations. The three columns below ask whether or not you think you would be able to meet the requirements, could possibly meet them, or would be unable to meet them. Write the name of each job title you have explored in the appropriate category.

Job titles or work situations that interest me and for which I am probably physically qualified.	Job titles or work situations that interest me and which have the physical requirements I might be able to meet.	Job titles or work situations which interest me but which have physical requirements I am unable to meet.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

UNIT 12

Physical Conditions On The Job

Physical working conditions refer to the physical surroundings of a worker's job. Every workplace will have a unique set of physical conditions where the employees work. For example, bank tellers work indoors in a heated or air-conditioned workplace; tree surgeons work outside in the weather. You will probably find some physical conditions more acceptable than others. This activity is designed to help you discover what some of the differences in working conditions are, and decide which conditions you like best.

Exercise 1: This exercise will help you determine the difference between physical working conditions as far as indoors and outdoors are concerned:

- Inside refers to work that is performed in an area protected from weather conditions but not necessarily from temperature change. A job is considered inside if 75 percent or more of the worker's time is spent inside.

- Outside refers to working where there is not effective protection from the weather. A job is considered outside if 75 percent or more of the worker's time is spent outside.

- Both refers to work that is performed inside and outside. A job is considered both if the activities occur inside and outside in nearly equal amounts.

Figure 1 on the following page should help you look at job sites (from a list on the board) in light of these three working conditions. You should also note how acceptable you find each of the conditions and then write in any comments further explaining your feelings.

FIGURE 1

List the Jobs From The Board Below	Check the Most Appropriate Response: Condition: Mostly Inside	Condition: Mostly Outside	Condition: Both	Acceptability: Acceptable	Acceptability: Unacceptable	Write Comments or Explanations Below
1						
2						
3						
4						
5						

Exercise 2: Another important aspect of working conditions is the temperature in which the work is performed. Is the work performed in extreme cold, extreme heat, or are there wide changes in the temperature?

- Extreme cold means temperatures low enough to make the worker uncomfortable unless "special protection" is provided.
- Extreme heat means temperatures high enough to make the worker uncomfortable unless "special protection" is provided.
- Extreme changes refer to temperature changes which occur often enough to make the worker uncomfortable.

Figure 2 below should help you look at job sites in light of these working conditions. You should also rate how acceptable each of these conditions is to you, and write in any comments further explaining your feelings.

FIGURE 2

List the Jobs From The Board Below	Check the Most Appropriate Response: Condition: Extreme Cold	Extreme Heat	Extreme Changes	No Extremes	Acceptability: Acceptable	Unacceptable	Write Comments or Explanations Below
1							
2							
3							
4							
5							

Exercise 3: Another important aspect of working conditions is noise, both its volume and the length of time it lasts. Figure 3 below should help you look at job roles in light of this working condition. You should also rate how acceptable that condition is to you, and write any comments further explaining your feelings.

FIGURE 3

List the Jobs From The Board Below	Check the Most Appropriate Response: Condition: Very noisy	Very quiet	Moderate or Average noise	Acceptability: Acceptable	Unacceptable	Write Comments or Explanations Below
1						
2						
3						
4						
5						

Exercise 4: Another aspect of working conditions is consideration of possible hazards or bodily injury you may encounter in the work situation. Figure 4 below enables you to look at job sites in light of this aspect of working conditions. You should also rate how acceptable that condition is to you, and write in any comments explaining your feelings.

FIGURE 4

List the Jobs From The Board Below	Check the Most Appropriate Response: Condition: Hazardous Work Situation	Condition: Not A Hazardous Work Situation	Acceptability: Acceptable	Acceptability: Unacceptable	Write Comments or Explanations Below
1					
2					
3					
4					
5					

Exercise 5: A fifth aspect of working conditions is the atmosphere or the air. Figure 5 below will help you look at jobs in light of this aspect of working conditions. You should also rate how acceptable that condition is to you, and write in any comments further explaining your feelings.

FIGURE 5

List the Jobs From The Board Below	Check the Most Appropriate Response: Condition: Air is Humid and Wet	Condition: Air Contains Dust & Fumes	Condition: Air is Relatively Uncontaminated	Acceptability: Acceptable	Acceptability: Unacceptable	Write Comments or Explanations Below
1						
2						
3						
4						
5						

LEVEL 2

STUDENT MATERIALS

UNIT 13

The Value of Economic Rewards In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Economic Rewards

How important to you are the following job characteristics? A work situation which . . . . .

A. allows you to earn a commission or a bonus in addition to a basic salary.

B. provides you with free medical and dental insurance.

C. provides you with cost-of-living salary increases.

D. offers a good pension and retirement plan.

E. offers paid sick leave and paid vacation.

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Salary

Commission

Bonus

Medical Insurance_____

_____

Dental Insurance_____

_____

Cost-of-Living Salary Increases_____

_____

Pension_____

_____

Retirement Plan_____

_____

Sick Leave_____

_____

Vacation_____

_____

UNIT 14

The Value of Individual Responsibility

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Individual Responsibility

How important to you are the following job characteristics? A work situation which . . . . .

A. requires you to set and meet specific deadlines for your own work.

_____

_____

_____

B. makes you responsible for a specific set of duties. _____

_____

_____

C. requires you to decide what to do yourself rather than following specific instructions for every detail of your work.

_____

_____

_____

D. requires you to maintain a good reputation among your clients or customers.

_____

_____

_____

E. requires you to be accountable for your mistakes. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Deadlines _____

Instructions _____

Responsibility _____

Reputation _____

Accountability _____

UNIT 15

The Value of Status or Prestige In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Status or Prestige

How important to you are the following job characteristics? A work situation which . . . . .

A. is considered to be a "very important job" by most people. _____

_____

_____

B. allows you to gain the admiration of others (more so than money or power).

_____

_____

_____

C. gives you important friends and a high position in the community.

_____

_____

_____

D. would impress your parents or friends. _____

_____

_____

E. gives you a title such as Vice-President. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Job Importance_____

Admiration_____

Status_____

Prestige_____

Community Position_____

Title_____

Impression_____

UNIT 16

The Value of Advancement In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Advancement

How important to you are the following job characteristics? A work situation which . . . . .

A. fills "higher" positions with the employees from inside the organization or business._____

B. lets you clearly know what you must do in order to be promoted. _____

C. enables you to take further training or to develop new skills. _____

D. assures promotion based on <u>what</u> you know, not <u>who</u> you know. _____

E. guarantees promotions to higher level jobs or positions if you do your work well._____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

<u>Key Words and Ideas</u>:

Advancement_____

Promotion_____

Promoting From Within_____

Promoting From Outside_____

Opportunity_____

UNIT 17

The Value of Achievement In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Achievement

How important to you are the following job characteristics? A work situation which . . . . .

A. gives you the feeling of a job well done. _____

_____

_____

B. allows you to see your accomplishments and the outcome of your labors.

_____

_____

_____

C. allows you to produce a complete product--from initial planning to final production. _____

_____

_____

D. allows you to accomplish things that not everyone can do. _____

_____

_____

E. provides you the opportunity to meet your own goals. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Achievement_____

Job Accomplishment_____

Job Outcomes_____

Product_____

Planning_____

Goals_____

UNIT 18

The Value of Intellectual Stimulation In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Intellectual Stimulation

How important to you are the following job characteristics? A work situation which . . . . .

A. challenges you to use all of your intellectual skills. _____

_____

_____

B. enables you to think abstractly or theoretically. _____

_____

_____

C. requires you to solve difficult problems. _____

_____

_____

D. enables you to attend national conferences and meetings, and read professional magazines and journals, to keep up with what's going on in your field of work. _____

_____

_____

E. provides the opportunity to learn how and why things work. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Intellectual Skills_____

Abstract Thinking_____

Theoretical Thinking_____

Problem-Solving_____

Professional Journal_____

UNIT 19

The Value of Justice In A Job Situation

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Justice

Topic A: How important to you is a work situation which:

(1) treats employees fairly and equally--rewards or punishes on the basis of work done, not on the basis of the employee's personality?

In order to discuss this topic, you may need to consider the following questions:

(1) What would be some careers which reward only on the basis of work done?

(2) What would be some careers which might reward on the basis of personality?

(3) Do you think that most people would agree on what "fair" and "equal" mean?

(4) How important is it to most people that they be treated fairly and equally?

(5) How important should this be in choosing a career?

GROUP ACTIVITY WORK SHEET

Justice

Topic B: How important to you is a work situation which:

(1) offers a complaint system that is fair and carries no punishments?

(2) offers protection for the rights of the worker through unions or company policy?

In order to discuss this topic, you may need to consider the following questions:

(1) What is a "complaint system?" How could it "carry a punishment?"

(2) What is meant by "company policy?" How could this protect the rights of a worker?

(3) What is a union? How could this protect the rights of a worker?

(4) What kinds of people would choose protection of rights as an important consideration in choosing a career?

(5) How important is this in choosing a career?

GROUP ACTIVITY WORK SHEET

Justice

Topic C: How important to you is a work situation which:

(1) assures no discrimination on the basis of age, race, or sex?

In order to discuss this topic, you may need to consider the following questions:

(1) Most everyone now knows what race discrimination is. What is age discrimination? What is sex discrimination?

(2) Who is most likely to be affected by these types of discrimination?

(3) How many people, other than those directly affected by it, care about these kinds of discriminations? Do you think that there have been any recent changes in these numbers?

(4) What are some careers which might be affected by race, age, or sex discrimination?

(5) How important should a person's reaction to this be in choosing a career?

GROUP ACTIVITY WORK SHEET

Justice

Topic D: How important to you is a work situation which:

(1) involves your helping others receive fair treatment?

In order to discuss this topic, you may need to consider the following questions:

(1) What does fair treatment mean? Gives some examples of unfair treatment.

(2) How many people care whether others receive fair treatment?

(3) What careers might be involved in helping others to receive fair treatment?

(4) What kinds of people might choose such careers? (List some characteristics.)

Justice

How important to you are the following job characteristics? A work situation which . . . . .

A. treats employees fairly and equally--rewards or punishes on the basis of work done, not on the basis of the employee's personality.

_____

_____

_____

B. offers a complaint system that is fair and carries no punishments.

_____

_____

_____

C. offers protection for the rights of the worker through unions or company policy. _____

_____

_____

D. assures no discrimination on the basis of age, race, or sex. _____

_____

_____

E. involves your helping others receive fair treatment. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Justice in the Workplace_____

_____

Rewards_____

_____

Punishment_____

_____

Fairness_____

_____

Equality_____

_____

Complaint System_____

_____

Protection of Rights_____

_____

Company Policy_____

_____

Union_____

_____

Age Discrimination_____

_____

Racial Discrimination_____

_____

Sex Discrimination_____

_____

UNIT 20

The Value of Honesty In A Job

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Honesty

Topic A: How important to you is a work situation which:

(1) puts a premium on working directly, openly, and honestly with co-workers, managers, and the public?

In order to discuss this topic, you may need to consider the following questions:

(1) How important do you think that most people rate honesty in choosing a career?

(2) Can you think of some careers in which most people think honesty is highly prized? Some in which many people think it might not be?

(3) Is "honesty with co-workers" a different idea from "honesty with the public?" Or from "honesty with managers?" Or are they all the same?

(4) Will most people consider this an important value in deciding on a career?

GROUP ACTIVITY WORK SHEET

Honesty

Topic B: How important to you is a work situation which:

(1) places a great emphasis on company and employees' truthfulness?

(2) requires your trustworthiness to be tested by a security investigation?

In order to discuss this topic, you may need to consider the following questions:

(1) What do you think "company truthfulness" means? How is it different from "employee truthfulness?" Or is it different at all?

(2) What is a "security investigation?"

(3) Can you name some careers which might require a security investigation? Some in which employees' truthfulness (or trustworthiness) are especially important?

Honesty

How important to you are the following job characteristics? A work situation which . . . . .

A. puts a premium on working directly, openly, and honestly with co-workers, managers, and the public. _____

_____

_____

B. places a great emphasis on company and employees' truthfulness. _____

_____

_____

C. has a built-in "code of ethics." _____

_____

_____

D. requires your trustworthiness to be tested by a security investigation.

_____

_____

_____

E. insists that you give people you are involved with a "square deal."

_____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Honesty_____

_____

Directness_____

_____

Openness

Manager

Public

Truthfulness

Security Investigation

Trustworthiness

UNIT 21

The Value of Independence On A Job

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Independence

Topic A: How important to you is a work situation which:

(1) lets you come and go as you please, as long as you finish your work?

In order to discuss this topic, you may need to consider the following questions:

(1) Do you think that most people would like a career that allows them to come and go as they please as long as they finish their work? Why?

(2) What careers allow you to come and go as you please, as long as you finish your work?

(3) Why would a person choose a career that lets you come and go as you please, as long as you finish your work?

GROUP ACTIVITY WORK SHEET

Independence

Topic B: How important to you is a work situation which:

(1) permits you to organize your work in your own way?

(2) lets you work steadily or in spurts, as long as you complete your work?

In order to discuss this topic, you may need to consider the following questions:

(1) Why would a person choose a career that would allow you to work steadily or in spurts, as long as you complete your work?

(2) What careers allow you to organize your work in your own way?

(3) What careers let you work steadily or in spurts, as long as you complete your work?

(4) Do you think that most people would like to organize their work in their own way?

GROUP ACTIVITY WORK SHEET

Independence

Topic C: How important to you is a work situation which:

(1) trusts you to do things when left on your own?

In order to discuss this topic, you may need to consider the following questions:

(1) Do you think that most people would like a career in which they are trusted to do things on their own?

(2) Why would a person not choose a career that trusts you to do things when left on their own?

(3) What kind of careers trusts you to do things when left on your own?

GROUP ACTIVITY WORK SHEET

Independence

Topic D: How important to you is a work situation which:

(1) allows you to be your own boss?

In order to discuss this topic, you may need to consider the following questions:

(1) What are some problems or difficulties when you are your own boss?

(2) What kind of person would choose to be their own boss?

(3) What kind of careers allow you to be your own boss?

(4) Do you think that most people would like to be their own boss?

Independence

How important to you are the following job characteristics? A work situation which . . . . .

A. lets you come and go as you please, as long as you finish your work.

_____

_____

_____

B. permits you to organize your work in your own way. _____

_____

_____

C. lets you work steadily or in spurts, as long as you complete your work.

_____

_____

_____

D. trusts you to do things when left on your own. _____

_____

_____

E. allows you to be your own boss. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Independence on the Job_____

Organizing Ideas_____

Working at a Steady Pace_____

Working in "Spurts"_____

Individual Responsibility_____

Being "Your Own Boss"_____

UNIT 22

What Businesses Do

Businesses do not spring up overnight. Any business exists (as does the world of work in general) to provide some needed goods or services. To fully understand any workplace and find out how it relates to your own interests, you must determine why that business is there and what purpose it serves.

Keep in mind also that it is not enough for a business just to have a purpose; it must also be effective in achieving that purpose. In other words, a business's people and tools must be organized to perform adequately.

In this unit, your teacher will give you the names and descriptions of five businesses; each is different from the others in terms of why it was formed and what it does.

Write the names of the businesses in the numbered boxes at the top of the next page. Then try to list what each one does, by putting checkmarks in the right boxes, as has been done in the shaded area marked "public library."

After a class discussion with your teacher, see how accurate you were and correct your chart.

This exercise will help you analyze the purpose of the workplace. Check those boxes which describe the purpose of each site which the teacher has given you.

In this exercise, "Public Library" is used as an example.

FIGURE 1

Purpose	Site/Job Title: Public Library	1	2	3	4	5
Goods						
manufacture of goods						
distribution of goods						
marketing of goods						
development of products						
Public/Government Services						
education						
protection						
information	✓					
investment/money management						
entertainment						
counseling						
legal						
Services for Individuals						
medical						
legal						
personal grooming						
counseling (includes religious)						
information	✓					

UNIT 23

Ideas, People, Or Things?

You may often hear remarks such as: "he's an idea person"; "she works well with people"; "I am good with my hands and like working with things." Almost everything we do relates in various degrees to three categories--ideas, people, or things. The exercises on the next pages should help you decide your preferences for working with ideas, people, or things, then help you relate those preferences to jobs.

This unit has two parts. Part 1 helps you determine whether you would or would not like to perform certain kinds of tasks in relation to ideas, people, or things. You will do Part 1 by yourself. Part 2 will be done in class, after a class discussion. You will fill in each box for each of five kinds of jobs which the teacher will describe. Then you can compare your preferences to the jobs.

There are seven tasks on each of the pages which follow. To complete Part 1 on each page, read each of the statements under the different "Tasks," and put a check in one of the columns under "My Preference." You should either check "Would Like" or "Would Not Like." Do Part 1 now (each page).

Part 2 will be done in class, after discussion with the teacher. The teacher will identify five jobs, which you will write in the numbered boxes at the top of each page. Then, under each job, you will answer each item. If the task is part of the job, put a check in the box; if it is not part of the job, put a zero in the box. When you have all the boxes filled in, your teacher will show you how to add up your answers to see how you feel about each job.

IDEA TASKS	Part 1 My Preference: Would Like	Part 1 My Preference: Would Not Like	Site/Job Title: Human Rights Commission/ Director — Joe's Preferences	Part 2: 1	2	3	4	5
1. Work creatively with ideas or numbers			P					
2. Keep track of or be in control of information or facts			NP					
3. Analyze ideas according to set standards			NP					
4. Gather and put together data or information			P					
5. Compute or record information			NP					
6. Copy information or data from one record to another			NP					
7. Arrange or file data or information			NP					

NUMBER OF MATCHES ☐☐☐☐☐

THINGS TASKS	Part 1 My Preference: Would Like	Part 1 My Preference: Would Not Like	Joe's Preferences	Site/Job Title: Human Rights Commission/ Director — Part 2: 1	2	3	4	5
1. Repair or install machines			NP					
2. Adjust, operate, or control a machine			NP					
3. Drive or operate moving machines			NP					
4. Tend to machine or watch it closely			NP					
5. Feed materials into or take materials out of a machine			NP					
6. Work with small precision instruments or tools			NP					
7. Cut, shape, or assemble materials or objects			NP					

NUMBER OF MATCHES ☐☐☐☐☐

PEOPLE TASKS	Part 1: My Preference — Would Like	Part 1: My Preference — Would Not Like	Joe's Preferences	Part 2: Site/Job Title — Human Rights Commission/ Director — 1	2	3	4	5
1. Help others solve problems			P					
2. Confer or negotiate with people			P					
3. Teach or instruct others			NP					
4. Supervise or tell others what to do			P					
5. Entertain or perform for others			NP					
6. Persuade or sell to others			NP					
7. Provide a service to others under specified orders			NP					

NUMBER OF MATCHES ☐☐☐☐☐

TOTAL NUMBER OF MATCHES
(3 pages; maximum of 21) ☐☐☐☐☐

UNIT 24

How Important Are Other Workers' Attitudes?

The attitudes of the people you work with are important ingredients in any job. The feelings they have toward their jobs, their company, and their co-workers will have a strong influence on how comfortable you feel in that work situation. If the employees are enthusiastic and take pride in their work, and you like their attitudes, you most likely will be satisfied with your particular work situation. However, if your co-workers are unhappy with their jobs or feel that their work is unimportant, you may feel uncomfortable in that situation. On the other hand, you may be a very adaptable person and be able to get along well in either situation.

On the next page, there are 14 statements about worker attitudes. You are going to do two things with them. First, read each statement and put a 1, 2, or 3 in the middle column--depending on whether the attitude is very important, somewhat important, or not very important to you. Then, you are going to "rank" the attitudes, like this: read all the items, and select the most important to you. Put a "1" in the right-hand box opposite that one. Then find the next most important and put a "2" next to it. Keep going until you get to "14" and have filled all the boxes. When all the boxes in both columns are filled, you are ready for the class discussion.

	IMPORTANCE TO YOU 1 = VERY IMPORTANT 2 = SOMEWHAT 3 = NOT IMPORTANT	RANK
1. Most of the employees seem to get along well with each other.		
2. Most of the employees seem to be just "doing a job" and are not very enthusiastic about their work.		
3. Most of the employees like working at this particular site.		
4. Most employees seem truly happy with their jobs.		
5. Most employees seem to take pride in what they are doing.		
6. Most of the company supervisors seem friendly and helpful to their staff workers.		
7. The supervisors seem to be truly concerned about the workers.		
8. Most employees seem to help each other when a co-worker falls behind or gets in a tight spot.		
9. The employees rarely complain about their jobs.		
10. The company seems to be always watching the employees' job behavior.		
11. Most of the employees do not seem to be under a lot of pressure from the work.		
12. The employees seem willing to work overtime.		
13. Most of the employees seem to keep very busy.		
14. This generally seems like a pleasant place to work.		

UNIT 25

Adapting To Work Situations

All jobs have some requirements. When you consider whether or not you want to take a certain job, it is important to ask yourself two questions:

- Could I adjust my style to meet this job's requirements?
- Am I willing to change my style for this job?

For example, suppose you have long hair and the place you would like to work requires either that you cut your hair or wear a hair net. First, you would have to decide whether or not you could change your hair style (probably so), and second, whether or not you would be willing to change your hair to get the job. On the other hand, you might decide that the job was not worth it, so you would look for work in a place where you would be allowed to wear your hair your own way. The final decision is yours, but the processes you used to arrive at that decision will have involved--and to some extent will have defined--your "adaptive skills."

How much will you have to change for a particular job? That depends on several things:

- what your job requirements are;
- how closely your style fits the style required by the work situation; and
- whether or not you would be willing to adjust your style to suit the job.

The three exercises in this unit will help you decide how adaptive you are.

Exercise 1: How adaptive are you? To find out, do this exercise only once. Before you look at the job requirements at different sites, you need to think about your own style. In Figure 1, you should look at the list of work requirements in the left-hand column. Then mark the column labeled "Your General Preferences" with either a "D" (Defined), "V" (Varied), or "U" (Undefined), depending on how you feel about that particular requirement. Use these definitions:

D — Defined: you are told specifically what to do.

V — Varied: sometimes you are told, sometimes not.

U — Undefined: things are left for you to decide most of the time.

WORK REQUIREMENTS	Your General Preferences (Mark D, V, or U)	Site/Job Title: Personnel Inc./ Receptionist	1	2	3	4	5
Punctuality or Time							
1. Starting time for work		D					
2. When to take lunch		D					
3. Quitting time		V					
4. When to take coffee breaks or other breaks during the day		U					
5. How long to take for lunch		D					
6. When to take vacation time		V					
Dress							
7. Type of clothing worn to work (uniforms, etc.)		U					
8. Way of wearing hair		U					
9. Wearing beard, mustache, etc.		U					
10. Wearing of modern style or "new" style of clothes		V					

Exercise 2: Now that you have determined what you would prefer for the work requirements of a job, it is time to compare these with some jobs. The teacher will provide you with five job titles. Copy these in the boxes numbered 1 to 5 on the previous page. Then fill in the boxes from the discussion, using these definitions:

D — Defined: worker is always told a certain way.

V — Varied: worker is sometimes told, sometimes not.

U — Undefined: things are left for the worker to decide most of the time.

Exercise 3: In Exercises 1 and 2 of this activity, you have focused on how willing and able you would be to adjust to a specific work situation. This exercise now asks you to consider how adaptable a person you are in general. As you complete it, it should help you decide on the types of work situations in which you would feel most comfortable and satisfied.

For example, if you are the type of person who likes specific directions and tight supervision, you would probably not enjoy a situation where few directions were given and you were on your own most of the time. On the other hand, if you are the type of person who likes to "do your own thing" with very little supervision, you would probably enjoy that type of situation. Of course, your satisfaction with a job also depends on how much you are willing to change or adapt to it.

Now that you have explored five jobs, think about just what type of person you are in terms of adaptability. Take some time to complete, in writing, one of the statements below which best describes you. You should refer to your statements in Exercises 1 and 2 as you answer these questions for each job you're exploring. For example, if you discovered several work requirements to which you would be unwilling to/unable to adapt, the third statement might describe you best.

I believe I am the kind of person who is generally willing to change/adapt myself to specific work requirements because:

_____

_____

I believe I am the kind of person who could be willing to change some of my behaviors to adjust to a certain work situation because:

_____

_____

I feel very strongly about my adaptive preferences and believe I am the kind of person who is usually unwilling to change my behavior for a certain work situation because:

_____

_____

LEVEL 3

STUDENT MATERIALS

UNIT 26

The Value of Involvement With People On The Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Involvement With People

How important to you are the following job characteristics? A work situation which . . . . .

A. involves entertaining others. _____

B. involves giving directions to others. _____

C. involves teaching others. _____

D. involves helping others. _____

E. involves persuading others. _____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Entertaining_____

Giving Directions_____

Teaching_____

Helping_____

Persuading_____

UNIT 27

The Value of the Emotional Climate Of A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Emotional Climate

How important to you are the following job characteristics? A work situation which . . . . .

A. is performed with relatively little pressure or few hassles. _____

B. does not involve deadlines, production quotas, and other such pressures.

C. takes place in a warm and friendly atmosphere. _____

D. has a supervisor who is considerate. _____

E. is defined well enough that you know what is expected of you when you are assigned tasks. _____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Job Pressure_____

Deadline_____

Production Quota_____

Job Atmosphere_____

Supervisor_____

Well-Defined Job_____

Emotional Climate_____

UNIT 28

The Value of Helping People On A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Helping People

How important to you are the following job characteristics? A work situation which . . . . .

A. makes it possible for you to contribute to the economic welfare of others or do good things for others. _____

_____

_____

B. requires you to be concerned with the thoughts and feelings of others.

_____

_____

_____

C. requires you to express openly your concern for others' problems. _____

_____

_____

_____

D. requires you to help other people solve their personal problems. _____

_____

_____

_____

E. makes it possible for you to contribute to the social welfare of others.

_____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Contributing_____

Economic Welfare_____

Social Welfare_____

Personal Problems_____

UNIT 29

The Value of Recognition

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Recognition

How important to you are the following job characteristics? A work situation which . . . . .

A. allows you to label your products or to claim authorship for your work.

_____

_____

_____

B. frequently thrusts you into the spotlight. _____

_____

_____

C. requires you to be evaluated by your co-workers. _____

_____

_____

D. allows you to receive special awards for work well done. _____

_____

_____

E. allows the results of your work to become known to your co-workers.

_____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Product_____

Label_____

Authorship_____

"Spotlight"_____

Evaluation_____

Awards_____

UNIT 30

The Value of Variety On A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Variety

How important to you are the following job characteristics? A work situation which . . . . .

A. involves your reporting to different supervisors. _____

B. involves you in different kinds of tasks from day to day or even from hour to hour. _____

C. involves out-of-town travel for business reasons. _____

D. involves visiting different offices or homes during the course of the day.

E. involves dealing with different kinds of people from day to day. _____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Variety on the Job_____

Supervisor_____

Business Travel_____

UNIT 31

The Value of Creativity In A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Creativity

How important to you are the following job characteristics? A work situation which . . . . .

A. allows you to invent or make original items or new products. _____

B. allows you to develop new ideas and come up with suggestions to solve problems. _____

C. lets you express yourself and demonstrate originality. _____

D. allows you to use your imagination frequently. _____

E. allows you to think up new ways of doing things. _____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Creativity on the Job _____

Inventing _____

Original Items _____

New Ideas_____

_____

Expressing Yourself_____

_____

Demonstrating Originality_____

_____

Using Imagination_____

_____

UNIT 32

The Value of Beauty To A Job

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Beauty

How important to you are the following job characteristics? A work situation which . . . . .

A. requires an appreciation for order, design, and harmony. _____

B. makes it possible for you to make/write/do artistic things. _____

C. takes a great care to make the general atmosphere of the workplace pleasing and appealing. _____

D. involves making things that improve the appearance of the environment. _____

E. requires you to work with people who have highly developed artistic appreciation. _____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Order _____

Design _____

Harmony _____

Artistic Activity _____

Artistic Appreciation _____

Aesthetic _____

UNIT 33

The Value of Living to Capacity

Attached to this instruction sheet you will find a summary sheet which describes this value, lists five statements about it, and leaves space for you to record what you think about them. It also has a list of the key words and phrases which you have to understand in order to do the Unit.

Your teacher will be leading a class discussion of this value. To get ready for this discussion, you should:

1. read this instruction sheet carefully;

2. read the five statements on the next page, and think about them;

3. look up any key words (from the list) that you don't understand, and write the definitions next to them; and

4. when thinking about this value, keep the following questions in mind:

   a. For what careers might this value be important?

   b. How well do you understand what it means?

   c. How important is it to you, from what you understand of it?

During the discussion, you should make notes (on the summary sheet) on items which will help you understand the meanings of this value and decide on its importance to you. After the discussion, you should fill out the summary sheet in the spaces provided. (Your teacher will show you how.)

Keep the summary sheet for future reference.

Living To Capacity

How important to you are the following job characteristics? A work situation which . . . . .

A. allows you to develop your personality and talents fully through the kind of work you do. _____

_____

_____

B. allows you to live your deepest beliefs and convictions on the job.

_____

_____

_____

C. encourages you to pursue job enrichment programs, hobbies, and personal development programs. _____

_____

_____

D. enables you to complete job-related tasks that you regard as important.

_____

_____

_____

E. enables you to work with people who enrich your life in many ways.

_____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Capacity_____

_____

Personality_____

_____

Talent_____

_____

Beliefs (Convictions)_____

_____

Job Enrichment_____

_____

Hobby_____

_____

Personal Development_____

_____

UNIT 34

The Value of Economic Security

In this Unit, in addition to this instruction sheet, you have several Group Activity Work Sheets and a Summary Sheet. Each work sheet has a topic related to this value, and each topic will be the subject of a group discussion.

The teacher will assign you to one of the groups and give you the instructions for the group discussion (how long you have to answer the questions, whether there is an appointed group leader or you have to select one, etc.).

Someone in your group will report to the total class on the answers which your group has come up with for your topic. Each other group will also report to the class on the other topics related to this value.

As you listen to all of the group reports, you can make notes on the work sheets for each topic. After you have heard the reports, made some notes, and thought about each topic, you will record your impressions on the Summary Sheet. After considering each of the topics, you can decide on how important this value is to you in choosing a career, and circle the number on your answer sheet which corresponds to your choice.

Keep this unit for future reference.

GROUP ACTIVITY WORK SHEET

Economic Security

Topic A: How important to you is a work situation which:

(1) assures you a job even if times get bad?

(2) is relatively free from layoffs or strikes?

In order to discuss this topic, you may need to consider the following questions:

(1) What is a layoff? What are some reasons why people get laid off?

(2) What is a strike? What are some reasons why people strike?

(3) Which do you think most people would do--work at a lower paid job which is secure, or take a higher paid job knowing that they might be laid off?

(4) Try to list some careers in which security is more important than pay? In which pay is the most important?

(5) Are there other important considerations in selecting a job?

GROUP ACTIVITY WORK SHEET

Economic Security

Topic B: How important to you is a work situation which:

(1) offers regular raises based on time you have worked for a company?

(2) offers steady earnings, regardless of whether you are productive or unproductive?

In order to discuss this topic, you may need to consider the following questions:

(1) What is the difference between a productive and a non-productive worker?

(2) What is the difference between a regular (based on time) raise and a merit raise (based on production)?

(3) Which do you think more people would do--want regular raises based on time or raises based on production?

(4) Can you list some careers in which regular raises are more important than raises based on production? Some careers in which production is more important in getting raises?

GROUP ACTIVITY WORK SHEET

Economic Security

Topic C: How important to you is a work situation which provides you with a guaranteed income to live on after retirement?

In order to discuss this topic, you may need to consider the following questions:

(1) What does retirement mean?

(2) What is social security?

(3) What is a pension plan? How is it different from social security?

(4) Can you name some careers which offer good retirement plans? Some which do not offer pension or retirement plans?

(5) How important is the retirement plan in selecting a job? At what age should someone worry about retirement in making a career decision?

Economic Security

How important to you are the following job characteristics? A work situation which . . . . .

A. assures you a job even if times get bad. _____

_____

_____

B. is relatively free from layoffs and/or strikes. _____

_____

_____

C. offers regular raises based on time you have worked for the company.

_____

_____

_____

D. provides you with a guaranteed income to live on after retirement.

_____

_____

_____

E. offers steady earnings, regardless of whether you are productive or unproductive. _____

_____

_____

RATING:
1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

Key Words and Ideas:

Layoff_____

_____

Strike_____

_____

Security_____

_____

Raise_____

_____

Earnings_____

_____

Productive_____

_____

Merit_____

_____

Social Security_____

_____

UNIT 35

Finding A Job

This unit has two exercises. In the first, you will learn 11 things that sometimes have to be done to get a job, and look at five jobs to see how many are required for each. In the second exercise, you will learn eight ways people find out about jobs, and look at the five jobs again to see which ways you would most likely find out about each one.

Checklists for the two exercises are on the next two pages. They will be filled out during class discussions.

Exercise 1: First, let's see what you may have to do to apply for each of several kinds of jobs. Your teacher will list five jobs; copy them down in the five numbered columns at the right. Then, from the discussion, put checkmarks in the boxes under each as you discover whether it is required. This will make a handy checklist for later use; you may want to keep it.

THE JOB REQUIRES	Job Title 1	2	3	4	5
1. A resume					
2. A formal written application					
3. A physical examination					
4. A security clearance					
5. An interview					
6. Letters of reference					
7. A high school/college transcript					
8. Other special application requirements					
9. Taking a test					
10. A license					
11. Bonding					
LIST:					

Exercise 2: Listed below are eight ways that people find out about job openings. Usually, different kinds of jobs are found out about in different ways. Your teacher will list five jobs; copy them down as you did before. Then from the discussion, put checkmarks in the boxes under each as you discover how it is most likely to become known. This will also make a handy checklist which you may want to keep.

WAYS OF FINDING OUT ABOUT THE JOB	Job Title 1	2	3	4	5
1. From my high school college placement office					
2. From a newspaper					
3. From a friend in the company					
4. From the state employment office					
5. From an employment agency					
6. From a magazine or journal ad					
7. From a Personnel Office memo or visit to a Personnel Office					
8. Other information sources List:					

UNIT 36

Training and Education

To find a job and keep it, you must be able to perform the duties of that job with some degree of competence. How do you learn to perform tasks? One way is through training. When you receive training for a particular job, you learn those special skills necessary for performing that job.

There are two types of training. One type is necessary before applying for a job. Barbers, TV repairmen, and welders, for example, often must complete training programs before actually beginning their practice. The second type is on-the-job training for the employees. For instance, telephone operators, restaurant managers, and salesmen may receive their training by actually practicing their jobs under controlled conditions. Some jobs, however, may combine both previous training and on-the-job training. For example, ministers, company executives, and commercial pilots ordinarily receive both formal training and on-the-job training.

Another way of learning to perform these tasks for some jobs is through education. Education is the formal schooling (high school diploma, Bachelor's degree, Master's degree, Doctorate) required by some jobs.

In preparing yourself for occupations, it is important that you consider the amount of training and/or education which an occupation requires before you can get into it.

This unit identifies six questions which you need to answer about a job, and a seventh to answer about yourself in connection with a job. Your teacher will decide how to use these--in class, as individual research projects interviewing someone you know about their job, etc.

General Education Requirements

1. Education level required to perform the job (for example, high school diploma, associate degree, bachelor's master's or doctorate):

   _____

2. Five school courses necessary for this occupation:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____

3. Closest school or college where you could take these courses: _____

_____

Special Preparation Required

Fill in the blanks below which relate to specialized preparation requirements of the occupation you are exploring.

4. Specialized preparation required for the occupation: _____

_____

_____

5. Three best places to get this specialized preparation:

1. _____ 3. _____

2. _____

6. Apprenticeship or on-the-job training (OJT) available in the area:

_____

_____

_____

A Look At Yourself

7. If you wanted to get the training and education needed for this job, do you feel you have enough . . .

	Yes	No
1. general learning ability?	___	___
2. interest in courses required?	___	___
3. general academic background?	___	___
4. financial resources?	___	___

UNIT 37

Studying A Job in Terms of the Future

Working by Studs Terkel and Future Shock by Alvin Toffler are examples of two books dealing with the need for workers to be flexible in the types of jobs they choose. During the last 10 years there have been many other books and articles concerned with the same thing. Why? Because jobs that a decade ago were performed by people have now been taken over by machines. In addition, some jobs have been phased out because our nation's priorities have changed. For example, due to the phasing down of our moon-space program, thousands of aeronautical engineers who worked on the NASA space program have been retrained for jobs dealing with environmental protection and other ecological concerns. It is quite likely that within the next 10 years energy research (fission reactors, solar power, and coal/gas conversion) and urban/transportation research will become more important as sources of employment.

All of this is intended to alert you to the impact that trends in the labor market will have on your career. When we talk about the labor market, we are discussing two elements--supply and demand. Supply means the number of qualified workers for the various occupations, and demand is the need by business, industry, government, etc., for workers. If there is a high demand for upholsterers and you are a skilled upholsterer, you will have little trouble finding a job. If there is not a demand for upholsterers, you will probably not find a job easily. But if you can also repair TV sets or sell insurance and the labor market is favorable for one of those jobs, then your flexibility will probably help you through any ups and downs in the labor market.

You can see how important it is to build some flexibility and mobility into your career planning and your jobs to assure yourself continuous employment after graduation. The following exercises will help you in gathering data about the mobility and flexibility of someone in your community whom you will interview. Your teacher will help you select a person (perhaps a parent, relative, or neighbor who works in a type of job you think you might be interested in. In the exercises that follow, we will call that person your "contact person."

Exercise 1: Write down your own ideas about what "mobility and flexibility" mean in terms of work.

_____

_____

_____

_____

Exercise 2: Fill in the answers to the questions below.

1. With his/her present skills, training, and education, what other occupations could your contact person pursue?

2. Can you and your contact person foresee a time when his/her present occupation will be phased out, or demand more training and/or education? Explain your answer.

3. In preparing for your contact person's job, for what other present or future occupations would you also be preparing?

4. Compared to your contact person's training and/or education, how would you alter your preparation for his/her job to make yourself eligible for the other present and future jobs you mentioned in the last question?

UNIT 38

Work Benefits

Work benefits refer to the types of rewards, usually monetary, offered by or associated with a particular work activity. Some businesses offer many work benefits; others may offer no such incentives. Work benefits tend to become more important to individuals as they grow older, have families to support, and are thinking about working at a specific job for an extended period of time. Listed below are a few examples or categories of work benefits.

- A salary with an annual guaranteed "cost of living" raise.
- Automatic salary increases based on time spent with the company.
- Paid sick leave.
- Paid annual leave (vacation time).
- Annual leave which increases over time spent with the company.
- Car furnished by the company.
- Free life and health insurance.
- An expense account.
- A good pension and retirement plan.
- A chance to purchase stock in the company, through a withholding plan for employees.

Exercise 1: From the list above (or others if you can think of any), list five benefits that seem important to you, and write down why you feel that they are.

	Benefit	Importance to Me
1.	_____	_____
		_____
		_____
2.	_____	_____
		_____
		_____

3. _____ _____

4. _____ _____

5. _____ _____

Exercise 2: From class discussion, list five other benefits that are important to people in the class and why.

Benefit	Importance
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Exercise 3: Show your list to a parent, friend or neighbor who works in a field you think you might like. List them below and circle whether or not they are present.

	Work Benefit	Present or Not Offered	
1.	_____	Present	Not Offered
2.	_____	Present	Not Offered
3.	_____	Present	Not Offered
4.	_____	Present	Not Offered
5.	_____	Present	Not Offered

Exercise 4: If the benefits you consider important are not offered by the job of the person you interviewed, would you still consider this type of work activity when planning a career? Why or why not? Write your answers in the space below.

_____

_____

_____

_____

_____

UNIT 39

Finding Out About Labor Unions

Because labor unions are so much a part of the American labor market, they have a vital role in shaping our (and the world's) economy. Unions are a controversial subject to many people because organized labor today has as much power as big business. Members of labor unions tend to be very "pro" union activities; people who do not belong to unions but who have to deal with the consequences of labor negotiations and strikes tend to view unions more negatively.

Whether or not your career will eventually lead you into joining a union, you will encounter and be affected by union activities throughout your life. Therefore, it is important for you to know certain basic facts about unions. The exercises in this activity are designed to help you find out these facts. If you would like to find out more, a list of references, intended as suggested readings, may be found at the end of this unit.

Exercise 1: This exercise presents a brief history of the labor movement in the United States.

In Medieval Europe, skilled craftsmen belonged to organizations called "guilds." Simply defined, guilds were groups of workers having the same craft or skill who banded together and set standards for the quality of the crafts their members produced. In addition, these guilds set wage and price standards for their goods and established a ranking system (apprentice, journeyman, master) which was used to classify the status of individual craftsment. Beginners entered at "apprentice" level and worked towards becoming a journeyman, and eventually, a master.

While medieval guilds no longer exist, remnants of this system (some of its language, for example) can still be found in today's labor unions. However, labor unions as they presently exist in the U. S. really have their roots in the American Industrial Revolution. In order to understand how unions came to be as powerful as big business, it is first necessary to understand how and why they came into being.

The first exercise in this activity is designed to help you find out something about the history of the labor movement in the U. S. Listed below are 10 topics dealing with various aspects of the early labor movement (working conditions, legislation, key individuals, etc.). You should read all 10 topics, and select one or more of interest to you. Then, locating the list of references at the end of this unit, or using others of your own choosing, read about the one or more topics you have selected. When you have finished this research, you should use the topic and its questions to write an essay on the subject you selected. You will need to work out the details of this assignment with your teacher.

Topics

1. In 1776 a man named Adam Smith wrote a book called The Wealth of Nations. It said, "The people of the same trade seldom meet together but the conversation ends in a conspiracy against the public." Adam Smith was a British economist who was writing about the change he was observing in his lifetime caused by modern technology and machinery. In fact, the change was so far-reaching that historians refer to this period in time as "The Industrial Revolution."

Question: Why do you think something called the "Industrial Revolution" would lead to the formation of the modern labor movement, and why should it be of such concern to men like Adam Smith?

2. "In the present arrangements of labor and capital, the condition of the employee is simply that of wage slavery -- capital dictating, labor submitting; capital superior, labor inferior. This is an artificial and man-created condition, not God's arrangement and order; for it degrades man and ennobles mere worldly gain . . . . Living by and on the labor of others is dishonest, and should be branded as such. Labor and capital should treat each other as equals."

Question: Above are the words of Uriah Stephens, spoken in 1871 to the members of an organization called "The Knights of Labor." Who was this man and what was this organization? What do you think would cause him to use such words, and why do we not hear of the Knights of Labor today?

3. In the 1820's a Frenchman by the name of Michael Chevalier visited a manufacturing site in Lowell, Massachusetts, to compare it to factories and industrial cities in his own country. In his written description of this visit, he said, "Lowell is not amusing, but it is neat and decent, peaceable and sage. Will it always be so? Will it be so long? It would be rash to affirm it. Up to now the life of manufacturing has elsewhere proved little favorable to the preservation of severe morals. So it has been in France, as well as in England, Germany, and Switzerland . . . . "

Question: What do you think there was about Lowell's organization that would cause the Frenchman to talk about the "Preservation of severe morals," and do you suppose his prediction that the Lowell society would not last was correct?

4. The following testimony was taken from a Mule-Skinner and describes what his living conditions were as a factory employee.

Q. What is your business?
A. I am a mule-skinner by trade. I have worked at it since I have been in this country -- 11 years.

Q. Are you a married man?
A. Yes, sir; I am a married man; have a wife and two children. I am not very well educated. I went to work when I was young, and have been working ever since in the cotton business; went to work when I was about eight or nine years old. I was going to state how I live. My children get along very well in summer-time, on account of not having to buy fuel or shoes or one thing and another. I earn $1.50 a day and can't afford to pay a very big house rent. I pay $1.50 a week for rent, which comes to about $6 a month . . . .

Q. Do you have work right along?
A. No, sir, since that strike we had down in Fall River about three years ago I have not worked much more than half the time, and that has brought my circumstances down very much . . . . And another thing that helped to keep me down: A year ago this month I buried the oldest boy we had, and that brings things very expensive on a poor man. For instance, it will cost there, to bury a body, about $100 . . . . Doctor's bills are very heavy -- about $2 a visit; and if a doctor comes once a day for two or three weeks, it is quite a pile for a poor man to pay.

Q. They charge you as much as they charge people of more means?
A. They charge as much as if I was the richest man in the city, except that some of them might be generous once in a while and put it down a little in the end . . . . "

Question: What do you suppose a "mule-skinner" was? Do you think that many people lived like this man? How do you think labor unions relate to the issue of poor living conditions such as this man described?

5. In 1980 a coal miner wrote about his job and life in a magazine called the Independent. His account began:

"I am 35 years old, married, the father of four children, and have lived in the coal region all my life. Twenty-three of these years have been spent working in and around the mines. My father was a miner. He died ten years ago from 'miner's' asthma."

Three of my brothers are miners; none of us had any opportunities to acquire an education. We were sent to school (such a school as there was . . .) until we were about 12 years of age, and then we were put into the screen room of a breaker to pick slate. From there we went inside the mines as driver boys. As we grew stronger we were taken on as laborers, where we served until able to call ourselves miners. We were given work in the breasts and gangways. There were five of us boys. One lies in the cemetery--50 tons of top rock dropped on him. He was killed three weeks after he got his job as a miner--a month before he was to be married.

Question: Do you think that miners had better or worse working conditions than factory workers? How do you think people went about trying to change these conditions, and how do you think mine owners responded?

6. In 1886 strikes in Chicago led to what is called the "Hay Market Riot," in which strikers and police alike were killed or injured. In 1892 strikers and guards fought a battle at Carnegie Steel Mills near Homestead, Pennsylvania, and ten people died. These are but two examples of many bloody encounters between workers wanting to organize and forces trying to prevent this.

Question: Why do you suppose the idea of workers organizing would cause such terrible violence? What were some of the conditions and events that led to such disputes as the Hay Market Riot?

7. In 1881 Samuel Gompers and other craft union leaders left the Knights of Labor and formed an organization called the Federation of Organized Trades and Labor Unions, later reorganized as the American Federation of Labor.

Question: Who was Samuel Gompers, and why would leaders of certain types of unions feel the need to leave the powerful Knights of Labor to form their own organization?

8. In 1890, Congress, reacting to the American public's increasing suspicions of big business, passed the Sherman Antitrust Act. The purpose of this act, in theory, was to regulate the great business trusts and monopolies. Even though its passage had been advocated by labor leaders, once the law was put in force, it was in fact used as much against labor unions as it was directed against big business.

Question: What were the conditions of the Sherman Antitrust Act that would allow such a turn-around to occur? Was anything done to change the Sherman Act?

9. John L. Lewis is a historical union "giant" who headed not only the United Mine Workers of America, but also the Congress of Industrial Organizations (CIO). John L. Lewis was an extremely controversial figure, as loved by his miners as he was hated by other interests in the nation.

Question: How did this man achieve fame and power, and what is his main contribution to unions?

10. As late as 1937 workers were still fighting for the right to organize within a specific industry or factory. One of the last holdouts was Henry Ford, owner and President of the Ford Motor Company, who would not agree to allow his workers to organize. His resistance to organization eventually led to the "Battle of Overpass" in 1937.

Question: Why did Henry Ford not want his workers to organize? What were some of the tactics Henry used to keep his workers from organizing? What was the Battle of Overpass, and what, if anything, did it resolve?

Exercise 2: There are various terms associated with unions. "Walk-out," "wildcat strike," "federal mediation" are but a few of the terms that pop up when issues related to unions make the news.

On the following pages, grouped into categories, are frequently used union terms. You should define each term correctly, and then write one or more paragraphs for each group which describes a union of your choice. (You can use the same union for all the activities.) Make sure you include each term in that group and show how the terms relate to each other. Write your definitions and paragraphs in the spaces provided, and show the finished exercise to your teacher so he/she can tell you whether you've used the terms correctly.

1. (a) Define these terms associated with union personnel and career entry:

Apprentice Program_____

_____

Business Agent_____

_____

Foreman_____

_____

Hiring Hall_____

_____

Journeyman_____

_____

President, Union Local_____

_____

Shop Steward_____

_____

1. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "1.(a)" associated with union personnel and career entry.

2. (a) Define these terms associated with legal issues and labor unions:

Arbitration

Fair Employment Practices

Labor-Management Relations Act (1947)

Minimum Wage

National Labor Relations Board

Right to Work Laws

2. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "2.(a)" associated with legal issues and labor unions.

3. (a) Define these terms which are associated with business when dealing with labor:

Black List

Lock Out

Open Shop

Yellow Dog Contract

3. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "3.(a)" which are associated with business when dealing with labor.

3. (b) _____

_____

_____

_____

_____

_____

_____

_____

4. (a) Define these terms which are associated with labor when dealing with business:

Boycott_____

_____

Closed Shop_____

_____

Picket Line_____

_____

Strike_____

_____

Sympathy Strike_____

_____

Union Label_____

_____

Union Shop_____

_____

Wildcatters_____

_____

4. (a) Work Slow Down_____

_____

4. (b) Choose a type of union that interests you, and then write one or more paragraphs describing it. Use the terms in "4.(a)" which are associated with labor when dealing with business.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Exercise 3: The strike is a union's most powerful weapon when negotiating a new contract or protesting an employer act or working condition. Simply defined, a strike is an organized work stoppage by a group of workers who want to force the employer to meet their demands. What makes the strike such a powerful weapon is not only the financial loss incurred by the specific employer/organization being struck, but also the fact that one striking group can affect the functioning of the entire economy. For example, when steel workers go on strike, all other industries and businesses which depend on steel for the production and distribution and sales of their goods are affected. In 1966, striking airline machinists (IAM) tied up air traffic for the entire nation.

Needless to say, the right to strike is a very controversial issue to many people. Union members consider the strike as a "sacred right" and will honor the picket lines of other strikers. Because strikes can tie up the economy so drastically, "innocent" individuals affected by a strike tend to become angry. Examples might be the business person who loses out on an important long distance call because the Communication Workers of America (CWA) are striking Bell System, or the individual who has to cancel or reschedule an important trip because the airline machinists are on strike. For some time, debate has continued over whether or not people holding "critical" jobs have the right to strike. For example, do doctors, police, and fire forces really have the right to strike if a city's health or safety depends on them?

This exercise is designed for you to state your opinion on which groups do and do not have the right to strike.

The broken line below represents a continuum, ranging from an absolute right to strike, at one end, to no strike rights at all, at the other end. Below this continuum line is a list of occupations. Indicate your opinion of each occupation's right to strike, by putting the number of the occupation at a point on the line where you think it fits.

1. School teachers
2. Policemen
3. Workers in a chemical factory
4. Coal miners
5. Automobile mechanics
6. Doctors
7. Professional athletes
8. News reporters
9. Soldiers
10. City bus drivers

Based on your opinions marked on the continuum, fill in the answers to these questions:

1. I felt the following groups had an absolute right to strike because (list reasons and groups):

_____

_____

_____

_____

2. I felt the following groups had absolutely no right to strike because (list reasons and groups):

_____

_____

_____

_____

3. I felt the following groups had the right to strike under certain conditions which are (list conditions and groups):

_____

_____

_____

_____

Be prepared to discuss your ratings in class, in order to determine how and why other students would have ranked the groups. When you have finished, fill out the questions below:

1. After my discussion with them, I found out that . . . .

____ Their rankings were the same as mine.

____ Their rankings were different from mine, but our discussion did not cause me to change my rankings.

____ Their rankings were different and, based on the discussion we had, I changed my initial rankings.

2. If you checked the last response, explain which rankings changed and why.

_____

_____

_____

_____

Exercise 4: There are several different types of unions and union organizations.

Types of Unions

The term union is applied to many types of collective organizations. Listed below are the four major types of labor unions. Beside each term, write a definition for that type of union and explain how it is different from the other three.

1. Industrial union_____

_____

_____

2. Trade or craft union_____

_____

_____

3. Independent union_____

_____

_____

4. Company union_____

_____

_____

Union Organization

Unions are organized on three different levels: the local chapter, the national union, and the federation. In the space below, briefly define and describe each one, including their separate functions and goals:

1. Local chapter_____

_____

_____

2. National union organization_____

_____

_____

3. The union federation_____

_____

_____

Affiliation

With a few exceptions, most major unions in the U.S. are affiliated with the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO). By using research materials suggested in the reference list, or by calling or writing to the state chapter of the AFL-CIO, find out the answers to the two questions below, and write your answers in the space provided. Make sure you use complete sentences.

1. Describe the main duties and goals of the state AFL-CIO. _____

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2. Describe the main duties and goals of the national AFL-CIO.

Independent Unions

Using the resources, find out the names of four major labor unions that exist nationally, but are not affiliated with AFL-CIO. Write the names of the unions in the space below, and then fill out the second item which asks you to list as many advantages of independence vs. affiliation as you can think of.

1. Four major independent unions:

   (1)

   (2)

   (3)

   (4)

2.

Advantages of Affiliation with AFL-CIO	vs.	Advantages of Independence

2. Advantages of Affiliation with AFL-CIO	vs.	Advantages of Independence

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